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ABSTRACT

This document reports on a study in the San Diego City Schools designed to (1) assess the level of satisfaction that school site staffs derived from the services of the Personnel Administration Department (PAD) and (2) make recommendations for improving PAD services to sites. The report, organized in five chapters, focuses on three major components of the study. After the introduction, chapter 2 describes, analyzes, and interprets data from the survey component: a questionnaire designed to be filled out by one administrator, one teacher, and one classified staff member at each school. Chapter 3 describes, analyzes, and interprets data from the site interview component, in which the study team asked site teachers, principals, vice principals, and secretaries to (1) describe PAD functions, (2) rate the PAD services, (3) make recommendations for improvement, and (4) provide an overall rating for PAD. Chapter 4 identifies common themes that emerged from the 16 in-depth interviews that made up the third study component. Chapter 5 provides a summary analysis and interpretation of all components, identifies common themes, and makes recommendations. Three appendices contain data from the survey and site interview components and sample copies of the site questionnaire, the administrative and information circulars, and the site and in-depth interview protocols. (IW)

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PERSONNEL ADMINISTRATION DEPARTMENT STUDY

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Paul Goren, Ruben Carriedo
Planning, Research, and Evaluation Division
July 16, 1985

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CHAPTER ONE

PERSONNEL ADMINISTRATION DEPARTMENT STUDY: DESIGN AND METHODOLOGY

I. Background

During the Spring 1985 Board/Cabinet retreat, top district leaders--including the superintendent and board members--expressed concerns about the Personnel Administration Department (PAD) that had come to their attention from site staffs. Following the retreat, the assistant to the superintendent for Personnel Services approached Paul Goren of the Research Department in the Planning, Research, and Evaluation (PRE) Division to conduct a study to assess the level of satisfaction among site administrators, teachers, and classified staff members with the services provided to them by PAD.

Under the direction of the assistant to the superintendent for PRE, the directors from the Planning, Research, and Evaluation departments with Paul Goren conceptualized and proposed a study to address the expressed concerns. Such a study would include at least two components--a general written survey to all sites, and interviews with teachers, principals, vice principals and school secretaries and clerks. The initial proposal contained a timeline which would have spanned the 1984-85 and 1985-86 school years and the intervening summer. The superintendent and the assistant to the superintendent for Personnel found the proposed timeline too long and directed the PRE leadership to conduct a study that would be completed by July 15, 1985--in time to initiate recommendations to improve the service provided to schools in the next school year.

Paul Goren and Ruben Carriedo received primary responsibility for conducting the study under the accelerated timeline. The assistant to the superintendent for PRE made other PRE staff members available to assist with the site interviews, and identified existing funds to contract with an outside consultant to compile and conduct preliminary quantitative analyses of the survey data. This initial planning activity took place during the first week of May, and by May 9th, the study team had begun to conceptualize the study design.

II. Purpose of the Study

The study team, as result of the assignment that grew out of the Spring Board/Cabinet retreat, defined the purpose of the Personnel Administration Department (PAD) Study as twofold:

1) to assess the level of satisfaction that school site staffs derived from the services provided to them by the Personnel Administration Department; and

2) to make recommendations for improving the services that the Personnel Administration Department provides to sites.

The conceptualization, design, and methodology for the study address these primary purposes. And likewise, the recommendations emanating from the study's findings, analysis, and interpretation address the stated purposes.

III Study Design and Methodology

A. Limitations and Design

The study team determined that the accelerated timeline would limit the study in two areas. First, all data activities involving site staffs would have to be developed, distributed, and collected within a four week period prior to the closing of school. Secondly, multiple sources of data would have to be collected at the same time--that is, the survey component would have to take place during the same time as site interviews. More importantly, it became apparent that because of the concentrated period of data collection, the study team could not expect to use data from the interview component to build upon a subsequent survey component, or vice versa. Within these constraints, the study team developed a design that included three components.

Component One: Site Survey

Each school in the district participated in the survey component of the study. The principal of each school selected one administrator, teacher, and classified staff member to fill out the survey. The survey provided site personnel the opportunity to assess both the functional and operational aspects of the Personnel Administration Department. One section of the questionnaire addressed the fifteen specific areas of responsibility that corresponded to the PAD organizational chart. The other section, referred to throughout this report as PAD dynamics, addressed the internal operation of the department.

Component Two: Site Interviews

The study team conducted a series of site interviews with site staff members to determine the level of satisfaction with the services provided by PAD. The data from these interviews provided complementary data to the site survey and included an opportunity for teachers, principals, vice principals, and secretaries to: 1) describe PAD functions; 2) rate their level of satisfaction and dissatisfaction with the services provided; 3) make recommendations for improvement; and 4) provide an overall rating for PAD.

Component Three: Background Indepth Interviews

The study team conducted a series of indepth interviews with selected site and district administrators, and PAD staff members to gain the necessary background on the department's organization and functions, and information to place the department in the context of the total district organization. The data from these interviews provided useful information for formulating the site interview protocol and survey.

Following the completion of the three components, the study team analyzed, synthesized, and interpreted the collective data, and made recommendations and observations based on the cumulative data.

B. Methodology

The study design addressed the questions under study through the use of quantitative and qualitative methodology. The questionnaire component relied heavily on quantitative analysis to interpret the site responses to questions posed in the written survey. The quantitative data are complemented by qualitative data provided in the comment sections of the survey which allowed respondents to make additional written comments or to explain and provide more specific information about their responses.

The interview components, both indepth and site, relied primarily on qualitative data which came from interview fieldnotes. Questions posed in the interview components came from structured protocols which are included in Appendix C of this report.

C. Sample

The sample for the indepth interviews included selected site and district administrators, and employees in the Personnel Administration Department. Initially, the study team planned to conduct as few as two such interviews to gain background information on the department's organization and functions. However, due to unanticipated data that emerged from the first few indepth interviews, the study team decided to expand the sample in this component to sixteen interviews. This component of the study is described in more detail in Chapter Four of this report.

The survey component sample included respondents from all district schools. Each principal received three surveys and selected one administrator, one teacher, and one classified staff member to participate in this written portion of the study. Close to seventy percent of the respondents completed and returned the survey.

The site interview component of the study included a purposeful selection of four schools in each Operational Area, including one high school, one junior/ middle school, and two elementary schools. In areas that included more than one high school, the study team attempted to ensure that the participating high and junior/middle schools came from different feeder patterns. The diversity of the district's schools in size, student composition, and program are included in the sixteen sample schools. Each principal of the sixteen schools identified three staff members to participate in the interviews. The participants at each site included one administrator, one teacher, and one school secretary or clerk. More specific information about the interview sample is included in Chapter Three of this report.

D. Objectivity and Bias

The validity of this report is dependent upon the objectivity of the study and the methods used to minimize any potential author bias. The study team established the maintenance of objectivity at its highest level at the study's onset. The study design includes the acquisition of data from multiple sources in both quantitative and qualitative manners. Principals, rather than the study team, chose those individuals who would complete the survey and/or participate in the selected site interviews. The PRE interview team used a structured protocol during the site and indepth interviews. Objectivity in the processing of quantitative data was ensured by contracting for the services of an outside consultant from San Diego State University to prepare the data tabulation.

The study team acknowledged the potential for author bias during the conceptualization of this assignment. As staff members of the PRE Division, the study team carried out the assessment of colleagues in an objective fashion. The team attempted to keep to an absolute minimum any collegial bias by:

1. acknowledging the fact that collegial bias could play a role in our analysis;

2. maintaining total independence from the superintendent and the assistant to the superintent, Personnel Services Division, through the development and implementation of the study, the analysis of data, and the formulation of study recommendations;

3. soliciting assistance from the assistant to the superintendent, Planning, Research, and Evaluation Division, in study and survey design--yet maintaining independence from him in the implementation of the study, the analysis of data and the formulation of study recommendations; and

4. participating in continuous debriefing sessions during all stages of report preparation.

The debriefing sessions played an extremely important role in the preparation of this report. The study team spent a considerable amount of time discussing the study design and the data acquired through the survey and interviews. Both authors used the debriefing sessions to present findings and challenge conclusions from the different perspectives brought to this study. A concerted and consistent effort to factor out any potential author bias became a regular aspect of the process.

IV. Organization of Study Report

This report is organized into five chapters, including this introductory chapter. The three subsequent chapters correspond to the three components of the study. Thus, Chapter Two includes a description of the survey component with an analysis and interpretation of the survey data. Chapter Three describes the site interview component with an analysis and interpretation of the site administrator, teacher, and classified staff interview data. Chapter Four identifies common themes that emerged from the sixteen indepth interviews. And the final chapter provides a summary analysis and interpretation of all components, identifying common themes, and making recommendations.

The study team strongly urges the reader of this study to view the three components and analyses and interpretations as a whole, each evolving from each other and providing a progressively clearer understanding of the areas under study. Individual findings from one particular component should not be taken out of context of the entire study. Each finding contributes to an understanding of the entire issue, and the subsequent findings, analyses, interpretations and recommendations.

CHAPTER TWO

PERSONNEL ADMINISTRATION DEPARTMENT STUDY: SURVEY COMPONENT

Component Description

The survey component of the Personnel Administration Department (PAD) Study identified and assessed the level of satisfaction of site personnel who use the services of PAD. The assistant to the superintendent, Personnel Services Division, requested the services of the Planning, Research, and Evaluation Division (PRE) to carry out this study in response to concern raised by the Board of Education.

The data presented in this component of the study result from the return of a questionnaire sent to each school site during the last week of May 1985. The survey asked the respondents to assess their level of satisfaction in two broad areas pertaining to PAD. The areas are referred to as 'functions' and 'dynamics' throughout this portion of the study. Functions involve the department's fifteen specified areas of responsibility according to the PAD organizational chart from January 1984. Two categories which do not fall under the department's responsibility, affirmative action and leadership eligibility and development, are also included because of their impact on the sites' operation. Although PAD is not directly responsible for leadership eligibility and development many site personnel see this function tied to this department. Survey findings concerning leadership eligibility and development will be included in this study but recommendations will pertain only to specific PAD functions.

The study team defined dynamics as those areas that relate to the internal operation of PAD, ranging from the accessibility of department staff to the interpretation and administration of district personnel policies. They were determined after consultation with PAD staff and members of the Personnel Administration Advisory Committee. A copy of the survey instrument is included in Appendix C of this report.

Respondents indicated their level of satisfaction through a scaled response and/or an open-ended comment. The scaled responses included: needs improvement, adequate, highly satisfactory or no data available to make assessment. The open-ended comments addressed ratings of particular departmental functions or dynamics. Since both broad topical areas included an "other" category, the respondents could use the open-ended comment as they wished.

Principals at all district schools received three questionnaires and distributed them to a site administrator (either vice-principal or principal), a classified staff member, and a teacher of their choice. The only prerequisite was that the three individuals chosen have contact regularly with the Personnel Administration Department. No names or school site identification were used in the distribution of the survey to maintain the confidentiality of comments. The principals received an initial administrative circular with the questionnaire followed by an information circular encouraging participation, which are both included in the appendix.

Close to 70 percent of all questionnaires were returned. The following tables show the distribution and return of the survey by site (Table 1) and job classification (Table 2).

TABLE 1
COMPOSITION OF SURVEY SAMPLE/FINAL RETURN
SITE CLASSIFICATION

Site Classification	Number Sent	Number Returned	Percent Returned
Senior High	60	49	81.6%
Junior High/Middle Schools	57	42	73.7%
Elementary Schools	336	225	66.7%
TOTAL Response	453	316	69.8%

TABLE 2
COMPOSITION OF SURVEY SAMPLE/FINAL RETURN
JOB CLASSIFICATION

Site Classification	Number Sent	Number Returned	Percent Returned
Site Administrator	151	123	81.5%
Classified Staff	151	103	68.2%
Teacher	151	81	53.6%
TOTAL Response	453	316	69.8%

The study team, in an effort to maintain the credibility and confidentiality of information provided by the sites, contracted the services of Dr. C. Richard Hofstetter, Professor of Political Science at San Diego State University, to process the data through his own personal computer system. The data presented in the appendix to the report were typed into table form by a confidential secretary in the PRE Division.

Survey Findings

The survey findings are presented in the following manner. Quantitative data for PAD functions and dynamics are presented in Sections I and II. Qualitative data from the open-ended comments for both functions and dynamics are presented in section III. Section IV includes analysis, interpretation and concluding comments about this component of the study. All data analysis is based on the information provided in Tables A-1 through A-14 in Appendix A. All quantitative data pertaining to this study are contained in these tables. The information for functions and dynamics is provided by: total sample, site classification, and job classification.

I. Quantitative Data - PAD Functions

The survey component sought to identify and assess areas which the assistant to the superintendent, Personnel Services Division, may address in planning for the 1985-86 school year. It must be noted that in 15 of the 17 (88.2%) functional areas (Appendix Table A-1), adequate response percentages exceed the needs improvement response percentages. Only in the cases of substitute service and employee counseling do the needs improvement responses exceed the adequate responses. There are three functional areas where highly satisfactory responses exceed needs improvement responses: affirmative action, credential control, and resignation.

The following data document those areas site respondents identified as in need of improvement. Table 3 offers a rank order of the percent of respondents indicating needs improvement for PAD functional areas.

TABLE 3
PAD FUNCTIONS
RANK ORDER - NEEDS IMPROVEMENT RESPONSES

Function	Percent Responding Needs Improvement
Substitute service	49.4%
Recruitment, selection, employment	33.5%
Employee counseling	33.2%
Leadership eligibility and development	31.0%
Site staffing	30.1%
Placement/transfers	29.1%
Testing and certification	25.3%
Dismissals	24.1%
Human resource planning	16.5%
Transfers	15.2%
Long-term leaves	12.0%
Employee reports	11.4%
Affirmative action	11.4%
Credential control	6.3%
Resignation	3.5%
Medical exams	2.5%

By referring to Table A-1 in the appendix the rank order can be broken down to identify more specific site concerns. In five specific areas less than 20 percent of the respondents indicate "no data available." These five areas include: substitute service, site staffing, placement and transfers, post and bid, and recruitment, selection and employment. Three other functional areas stand out despite the fact that their no data responses are greater than 20 percent: employee counseling, leadership eligibility and development, and testing/certifying employee eligibility. Table 4 shows all data for these functional areas in rank order according to the needs improvement response.

TABLE 4
PAD FUNCTIONS
HIGHEST NEEDS IMPROVEMENT/LOWEST NO DATA RESPONSES
RANK ORDER ACCORDING TO NEEDS IMPROVEMENT RESPONSES

Function	Needs Improvement	Adequate	Highly Satisfactory	No Data Available to make Assessment
Substitute service	49.4%	32.9%	9.8%	7.9%
Recruitment, selection, employment	33.5%	41.1%	6.3%	19.0%
Employee counseling*	33.2%	31.3%	3.8%	31.6%
Leadership eligibility and development*	31.0%	34.2%	10.4%	24.4%
Site staffing	30.1%	48.1%	12.0%	9.8%
Placement and transfer	29.1%	47.8%	11.7%	11.4%
Post and bid	27.5%	38.9%	14.9%	18.7%

* Although these two functions do not have low "no data" responses, they are included because of their high "needs improvement" responses.

Close examination of the data presented in Table 4 (or in Appendix Table A-1) reveals two functional areas in which the needs improvement response exceeds adequate and highly satisfactory responses. The two functional areas are substitute service and employee counseling. This theme is constant throughout the data especially when the data are broken down by job and site classifications.

Substitute service is singled out as the function with the highest needs improvement percentage and lowest adequate percentage by all site classifications (Appendix Tables A-3, A-4, A-5), site administrators and classified staff members (Appendix Tables A-6, A-7). Teachers identify employee counseling with the highest needs improvement percentage and lowest adequate percentage (Appendix Table A-8). Greater than half of the site administrators and more than one third of the classified staff responding indicate needs improvement for employee counseling.

Responses to the survey by the three site classifications (Appendix Tables A-3, A-4, A-5) indicate consistency in the identification of the following areas in need of improvement: substitute service, employee counseling, recruitment, and dismissals. Responses by classified staff (Appendix Table A-7) and teachers (Appendix Table A-8) primarily pertain to the promotional aspects of each job classification. Classified staff are concerned with testing and certification; recruitment, selection and employment; and employee counseling among other areas. Teachers are concerned with employee counseling; post and bid; and leadership eligibility and development. Site administrators (Appendix Table A-6) are most concerned with employee counseling; recruitment, selection and employment; leadership training and development; site staffing; and dismissals.

This component did not include an overall assessment of PAD. Since the functional areas are independent of each other, it would be inappropriate to indicate an overall asessment of PAD functions from the data provided.

II. Quantitative Data - PAD Dynamics

Sites were also asked to assess their level of satisfaction with the various other aspects of the Personnel Administration Department. In 10 of the 11 areas (90.9%) identified as PAD dynamics, the adequate response percentages exceed the needs improvement response percentages (Appendix Table A-2). Only in the case of system for covering office when employees are absent does the needs improvement percentage exceed the adequate percentage. Courtesy of staff is the only area where highly satisfactory exceeds the needs improvement response.

The following data document those areas site respondents indicated are in need of improvement. Table 5 offers a rank order of needs improvement responses for PAD dynamics.

TABLE 5
PAD DYNAMICS
RANK ORDER - NEEDS IMPROVEMENT RESPONSES

Dynamics	Percent Responding Needs Improvement
Accessibility of department staff	39.2%
Communication between sites and department	38.3%
Consistency of information from department	33.5%
Timeliness of response/responsiveness	32.6%
System for covering office when employees are absent	30.1%
Returning messages	29.4%
Department/divisional leadership	24.7%
Communication and coordination within department	23.4%
Administrative organization of department	22.2%
Interpretation and administration of district personnel policies	20.6%
Courtesy of staff	7.6%

The rank order can be broken down to identify more specific site concerns. There are seven specific areas where less than 20% of the respondents indicate "no data available" (appendix table A-2). These seven areas include: accessibility of department staff, consistency of information from department, timeliness of response/responsiveness, returning messages, communication between sites and department, interpretation and administration of district personnel policies, and courtesy of staff. Table 6 documents complete data for these areas in rank order according to the needs improvement response.

TABLE 6
PAD DYNAMICS
HIGHEST NEEDS IMPROVEMENT/LOWEST NO DATA RESPONSES
RANK ORDER ACCORDING TO NEEDS IMPROVEMENT RESPONSES

Dynamics	Needs Improvement	Adequate	Highly Satisfactory	No Data Available to make Assessment
Accessibility of department staff	39.2%	41.1%	14.6%	5.1%
Communication between sites and department	38.3%	43.0%	12.3%	6.3%
Consistency of information from department	33.5%	47.8%	8.9%	9.8%
Timeliness of response/responsiveness	32.6%	48.1%	8.9%	10.4%
Returning messages	29.4%	47.5%	15.8%	7.3%
Interpretation and administration of district personnel policies	20.6%	49.7%	12.0%	17.7%
Courtesy of staff	7.6%	45.3%	42.7%	4.4%

Close examination of the data presented in Table 6 (or appendix table A-2) reveals one area in which the needs improvement response exceeds adequate and highly satisfactory responses. This area is the system for covering the office when employees are absent. However, it must be noted that greater than one-third of the respondents indicated that they had no data to make this particular assessment.

A consistent theme present throughout the data pertains to the assessment of courtesy of staff. Eighty-eight percent (88%) of the respondents indicate that courtesy of staff is either adequate or highly satisfactory within PAD. This positive assessment of courtesy of staff is evident at all job and site classifications (appendix tables A-9 through A-14).

A breakdown of the data by site classification indicates the following trends. Elementary respondents (Appendix Table A-9) gave their highest needs improvement assessments to: system for covering office when employees are absent, accessibility of department staff, timeliness of response/responsiveness, and communication between sites and department. Junior high/middle school respondents' (Appendix Table A-10) highest needs improvement responses include: system for covering office when employees are absent, communication between sites and department, communication and coordination within department and department/division leadership. The highest needs improvement assessment indicated by senior high respondents (Appendix Table A-11) include: communication and coordination within the department, system for covering office when employees are absent, department/division leadership and administrative organization of the department.

Site administrators (Appendix Table A-12) give their highest needs improvement assessment to: system for covering office when employees are absent, communication and coordination within department; administrative organization of department, and communication between sites and department. Classified staff's (Appendix Table A-13) highest needs improvement responses include: system for covering office when employees are absent, communication between sites and department, and accessibility of department staff. Teachers (Appendix Table A-14) are most concerned with: accessibility of department staff, timeliness of response/responsiveness, and communication between sites and department.

III. Qualitative Data - Written Comments Submitted with Survey

The survey asked respondents to comment in an open-ended manner regarding the specified areas, or in other areas of interest pertaining to PAD. Table 7 documents the number of questionnaires returned with at least one written comment. Slightly more than 45 percent of all returned questionnaires had at least one written comment with several having as many as four or five. Of the 453 questionnaires originally distributed, 143 were returned with written comments, a "return rate" of 31.6 percent.

TABLE 7
QUESTIONNAIRES RETURNED WITH AT LEAST ONE WRITTEN COMMENT

Respondents	Questionnaires Returned	Questionnaires Returned with At Least One Written Comment	Percent Returned with Comments
Senior high	49	25	51.0%
Junior High/Middle Schools	42	19	45.2%
Elementary Schools	225	99	44.0%
TOTAL	316	143	45.3%

	Questionnaires Sent		
TOTAL (sample)	453	143	31.6%

The returned questionnaires contained a total of 511 written comments. These comments ranged from one or two words to several paragraphs in length. The comments ranged in scope from general comments to criticisms and commendations. A rank order of comments by their topical area follows in Table 8.

TABLE 8
RANK ORDER OF PERCENTAGE OF WRITTEN COMMENTS

PAD "Function"	Percent of Total "Function" Comments	PAD "Dynamics"	Percent of Total "Dynamics" Comments
Substitute service	15.5%	Accessibility of staff	11.5%
Leadership eligibility and development	9.8%	Returning messages	11.5
Testing and certifying employee eligibility	8.8%	Communication between sites and department	11.0%
Recruitment, selection and employment	7.4%	Department/division leadership	9.7%
Other	7.4%	Consistency of information from department	8.8%
Dismissal	7.0%	Interpretation and admin-	8.8%
Site staffing	6.7%	instration of district personnel policies	8.8%
Post and bid	6.3%		
Placement and transfers	6.0%	Communication and coordi- nation within department	7.9%
Transfers (classified)	5.6%	Other	7.5%
Affirmative action	4.2%	Timeliness of response/ responsiveness	6.6%
Employee counseling	3.9%	Courtesy of staff	6.1%
Long term leaves	2.8%	Administrative organization of the department	5.3%
Credential control	2.5%	System for covering office when employees are absent	5.3%
Human resource planning	2.5%		
Employee reports	1.4%		
Medical exams	1.1%		
Resignation	1.1%		

The study team found it practically impossible to discern a common theme(s) from the numerous and various comments available. Rather, the study team developed general statements that summarized the written comments from the highest ranking topical areas in Table 8.

PAD Functions

A. Substitute Service

Concerns regarding substitutes include a desire to reinstitute community-based substitutes and to improve the overall quality of district substitutes. Several comments stated that site needs for substitutes should have priorities over workshops and staff development functions. In general, the actual operation of the substitute desk received positive comments.

B. Leadership Elibility and Development

Although this area is not a specified function of PAD, several comments were made regarding the many hurdles that exist to gain leadership status in the district. Respondents mentioned that more weight should be given to a supervisor's rating or that the selection should be left to the superintendent and assistant superintendent. There is mention that a leadership system for classified employees should be developed.

C. Testing and Certifying Employee Eligibility (Classified)

Several individuals commented that it takes too long to schedule employee tests and to obtain results. Other comments included a desire to update regularly eligibility lists and to make the entire eligibility process much less complicated.

D. Recruitment, Selection, Employment

Most of the comments pertain to the recruitment of quality teachers, substitutes and aides. Respondents indicated that prospective teachers will go elsewhere because of lack of recruitment and/or lower salaries. Several individuals expressed concern about out-of-district recruitment, especially since they believe there are qualified people in the area.

E. "Other"

Most of the "other" comments pertained to the overall operation of the department. Several individuals commented that PAD is not responsive to site needs for the following reasons: staff are away from their desks too much, phone calls are not returned, apparent inequities exist in PAD regarding the sharing of workload, and an impersonal, uncaring attitude among department staff. Other comments included praise of the department staff members and the timeliness of response to inquiries.

F. Dismissals

There is concern among those who commented that support is lacking in regard to dismissal procedures. Recognizing the cumbersome process of actually dismissing individuals, commentators are looking for more direct support from PAD.

PAD Dynamics

G. Accessibility of Department Staff

Many comments concerned phone accessibility including the lack of access prior to 1:00 p.m., the poor return of telephone calls and the "usual" response that an individual is not at their desk but in a meeting.

H. Returning Messages

Respondents provided varying comments in this area, some comments praising the department and others criticizing the efforts made in returning messages. There is mention that a problem exists because of the volume of calls received by PAD and because in many cases only one person knows the answer to a particular question. Respondents also reported missing important deadlines because of unreturned telephone calls.

I. Communication Between Sites and Department

Comments in this area include criticisms and mention of improvement and praise. The biggest concerns are the lack of coordination between individuals within PAD, a belief that PAD is understaffed, and a need to have more telephone lines open for communication.

J. Department/Division Leadership

Respondents both criticized and praised department/division leadership. Critical comments concerned the district reorganization which, according to the comments, brought inexperienced leadership to the district. The written comments contained a general sense that department/division leadership is unapproachable. Several comments offered individual praise to the leadership and one stated that the year has gone better than expected after such substantial change in the department.

K. Consistency of Information from Department

A general theme throughout all the written comments is the impression that in most cases only one individual in PAD knows the answer to a particular question or problem. Several respondents noted "the right hand does not know what the left is doing." This concern appeared to focus on inconsistent procedures for the dissemination of information from the department.

L. Interpretation and Administration of District Personnel Policies

This area prompted reactions ranging from one comment stating that this is the greatest strength of PAD to others criticizing PAD for a lack of clear policy interpretation. Some respondents noted that policies change without input from the sites.

M. "Other"

These comments included both praise for the department along with criticism of the department's operation, leadership and recent installation of additional phone lines to particular individuals. Respondents suggested including the separation of Staff Development from Personnel and advising Staff Development to work more closely with Personnel.

IV. Analysis and Interpretation of Data Provided by Survey Component

General Findings

Certain general findings emerged from the data provided by site personnel assessing the Personnel Administration Department. A summary of major findings can be presented as follows.

- In 15 of the 17 functional areas, adequate response percentages exceed needs improvement response percentages. In 10 out of the 11 dynamic areas, the same is true. When the adequate and highly satisfactory responses are combined to create an "overall adequate" category those areas with combined percentages over 60 percent include: affirmative action, credential control, site staffing, courtesy of staff, interpretation and administration of district personnel policies, and returning messages.

- Substitute service and employee counseling stand out as PAD functional areas in need of improvement. This is supported throughout the data, especially as the information is analyzed by site and job classifications.

- Courtesy of staff is strongly praised throughout the departmental dynamics data.

- A constant theme for needs improvement is not as strongly evident within department dynamics as it is within department functions. Yet, a cursory examination of the total sample for department dynamics (Table A-2) indicates a concern over the communication between PAD and the sites. Greater than 30 percent of all respondents indicated needs improvement in areas such as accessibility, communication, consistency of information, timeliness of response, and a system for covering the office when employees are absent.

Other Themes

Several other themes and questions are necessary to consider in the analysis of the survey component data.

- It is important to examine the "no data available to make assessment" column for both department functions and dynamics. It may be assumed that an individual making the no data designation has limited experience and knowledge regarding a particular area. It also may be assumed that the individual may not know that the particular area is part of PAD's functions or dynamics. This may be the case with PAD functions where eight of the 15 specified functions had no data responses over 30 percent. Since a cross section of individuals participated in the survey, these figures may also indicate a lack of knowledge of the wide range of PAD responsibility across different job classifications.

  The "no data available" assessment for department dynamics may indicate a different trend. The four areas with the highest no data designations (consistency of information, administrative organization, system for covering office when employees are absent, and department/ division leadership) all relate to PAD's internal operation. Site personnel assessing these areas may not have enough information about these areas to respond.

- The interview team found it extremely difficult to analyze the written comments for several reasons. An item analysis (judging comments as positive, negative or neutral) by the study team would have resulted in a subjective judgment without specific knowledge of the respondents' intent. Slightly less than 50 percent of the returned questionnaires and slightly less than one-third of the entire sample included written comments. The interview team decided that inferences from the comments could not be as strongly supported as the quantitative data. Nevertheless, general summary statements regarding the comments are included in the text of this report.

V. Conclusion

The information provided in this chapter, which is descriptive in nature, addresses several specific areas the assistant to the superintendent, Personnel Services Division may wish to address regarding PAD. The complete data from the site survey component are included in Appendix A to assist in the PAD planning processes for the 1985-86 school year. The findings of this component will be combined with the site interview component and the indepth interviews carried out by the study team to form final study recommendations.

CHAPTER THREE

PERSONNEL ADMINISTRATION DEPARTMENT STUDY: SITE INTERVIEW COMPONENT

Component Description

The site interview component of the Personnel Administration Department (PAD) Study assessed the level of satisfaction among site staff with the services provided by PAD. Through a series of five questions from a structured protocol, members of the interview team from the PRE Division asked the interviewees to 1) identify the services or functions provided by PAD; 2) identify sources of satisfaction and dissatisfaction in the provision of these services; 3) make recommendations for improvement in the services, and 4) provide an overall rating of their level of satisfaction with the services provided by PAD. The interview protocol and introductory script used by the interviewers are included in Appendix C of this report.

Forty-eight administrators, teachers, and classified staff members in sixteen schools constituted the interview sample for the site interview component of the study. Four schools, including a senior high, a middle or junior high, and two elementary feeder schools in each of the Operations Areas participated. The sample schools represented diversity in size, student composition, and program, and generally reflected the total district.

The interviews occurred on school campuses, lasting approximately a half-hour. Interviewers informed the interviewees that all information would be held in confidence and that the presentation of data would not allow names of individuals and schools to be identified. Interviewers reported that all interviews took place with the cooperation of the principal and that all respondents cooperated and facilitated the conduct of the interview process.

All principals contacted by the interview team for this component agreed to participate. Each school principal identified one administrator, teacher, and classified staff member to be interviewed. The table below summarizes the composition of the individuals interviewed.

Composition of Site Sample

	Elementary	Middle/Junior	High
Principal	7	2	3
Vice Principal	1	2	1
Classroom Teacher	6	4	4
Resource Teacher	2	-	-
Principal's Secretary	6	3	4
Adm. Assistant	1	-	-
Clerk	-	-	-
Other Secretary	-	1	-
Instructional Aide	1	-	-
	24	12	12

The findings from these interviews are reported in the seven sections which follow. Section I identifies the services or functions that sites receive from PAD. Sections II and III report areas from which they derive satisfaction or dissatisfaction in their interaction with PAD. Section IV presents recommendations from site staffs to improve services of PAD. Section V reports the level of satisfaction site staffs derived from the services provided by PAD. Section VI summarizes the study team's overall evaluation of these site interviews, and analyzes and interprets the data provided by this component of the study. The final section makes concluding comments about this component of the study, and makes reference to final recommendations.

I. Services Provided by Department

The respondents identified over sixty services or functions that are provided by PAD. These services fell into eight major categories, including certificated staffing, classified staffing, instructional aides and teacher assistants, benefits, wage/salary/increments/payroll, contract/merit system, assignment authorizations, and other. The specific services which respondents identified most often included substitute teachers (31), classified staffing (16), payroll regarding salary, checks, and timesheets (13), post and bid (12), teacher transfers (9), and assignment authorizations (8). A more detailed listing of the services identified are included in Appendix B, pages B-1 and B-2 of this report.

II. Sources of Satisfaction

Respondents identified thirty-seven sources from which they derived satisfaction in their interactions with the PAD. The sources fell into two broad areas, human relations and services or functions. The most cited sources included courtesy (15), responsiveness to sites (13), helpfulness (11) knowledge/ expertise (9), and the substitute desk (8). A more comprehensive summary of what site staffs identified as sources of satisfaction in their communication with PAD appears in Appendix B, page B-2 of this report.

III. Sources of Dissatisfaction

The site respondents identified over eighty sources from which they derived dissatisfaction in their interactions with PAD. The sources fell into eleven general areas including substitutes, communication, promotion/application process, classified staffing, certificated staffing, assignment authorizations, payroll, existing policies/procedures, personal dynamics, leadership, and other. Over forty percent of the comments--seventy-one--identified either substitutes or communication as sources of dissatisfaction. More specifically, thirty-one different comments cited twenty different concerns about substitutes as a source of dissatisfaction. Nearly half of the substitute-related comments focused on obtaining the appropriate type and number of substitute teachers.

III. Sources of Dissatisfaction (cont.)

In the area of communication, respondents identified telephone interaction and consistency in information provided as their principal sources of dissatisfaction. For instance, fourteen responses related to the phone system or returning calls in the PAD, and five comments concerned the Payroll Department's schedule for receiving site calls. A total of ten comments related to lack of consistency in the provision of information in the PAD, or the lack of knowledge on the part of the person providing the information.

Other areas that respondents identified as major sources of dissatisfaction included existing policies and procedures, certificated and classified staffing, and promotion/application process. A more detailed summary of the sources of dissatisfaction among site staff with PAD appear in Appendix B, pages B-3 through B-5 of this report.

IV. Recommendations for Improvement

Interview respondents identified over one-hundred recommendations in ten general areas to improve the services of the PAD. The general areas of concern related to the substitute desk, organization and structure, policies and procedures, communication, phones, site needs/support, Personnel Administration Department staffing, human relations, Personnel Administration Department training, consistency, and leadership.

The majority of recommendations concerned five areas, including policies and procedures (18), substitute desk (16), organization and structure (16), site needs/support (15), and communication (12). It should be noted that there is a strong similarity between what the respondents identified as major sources of dissatisfaction and areas of recommendation. More specifically, respondents tended to make recommendations in areas that addressed sources of dissatisfaction.

Because each recommendation reflected the particular perspective of each respondent, it proved difficult to synthesize the hundred odd recommendations without eroding the intent of the respondent. However, with this limitation in mind, the study team summarized the major recommendations by general area in the listing which follows.

- o Substitute Desk

  The respondents recommended that the district provide more support to improve the services of the sub desk and the information it provides to substitutes about the schools. It should be noted that while respondents recommended improving the services of the substitute desk, their recommendations acknowledged the conscientious work of the current staff member who holds primary responsibility for the desk.

IV. Recommendations for Improvement (cont.)

- Organization and Structure

  The respondents recommended that PAD assess its administrative organization and the department's workload, and reallocate resources to provide better services. The site staff also recommended that the department clearly define, and communicate responsibilities provided by its staff and that the responsible individuals and their phone numbers be updated and made available to school sites on a regular basis.

- Policies and Procedures

  The respondents recommended that policies and procedures in several areas be reviewed, and possibly revised to improve services to sites. The policies and procedures most often cited included post and bid, teacher transfers, hiring, assignment, and placement. Following the review and possible revision site staff recommended that policies and procedures be communicated to sites and followed by Personnel.

- Communication

  The respondents developed a number of recommendations related to improving communication. As a group, they generally concerned both internal and external communication, and related to improving the various communication processes--written as well as oral.

- Site Needs/Support

  The respondents recommended that PAD provide more support to sites and that they develop more of a recognition of site needs. The recommendations concerned the provision of support in various ways, including working more closely with principals in difficult teacher evaluation cases, hiring good staff for sites, and allowing more site control over personnel matters.

- Phones

  The respondents recommended that the phone system for PAD be examined to provide better services to sites. Site staff members also recommended that the Payroll Department reexamine its phone-in schedule.

IV. Recommendations for Improvement (cont.)

- Personnel Administration Staffing and Training

  The respondents recommended that the department be allocated more staff to provide the services that sites desire. The site staffs also indicated that PAD should provide training that would result in a more knowledgeable staff and less turnover.

- Human Relations

  The respondents recommended that PAD develop human relations skills that would make the department more humane and more sensitive to the needs of individuals.

A more detailed summary of recommendations by major areas are included in Appendix B, pages B-5 through B-8 of this report.

V. Overall Assessment

The forty-eight site respondents in the interview component of the study described their level of satisfaction with services provided by Personnel Administration Department as generally satisfactory. More specifically, nearly fifty percent reported their level of satisfaction as "adequate" or "highly satisfactory," thirty-seven percent as "needs improvement," ten percent as between "adequate" and "needs improvement," and four percent provided no response. Certificated site administrators and teachers were more likely to describe their level of satisfaction as "needs improvement" than site secretaries who tended to describe their level of satisfaction as "adequate." All groups reported approximately the same percentage in the "highly satisfactory" category. A summary of the responses by job area is included in the table which follows.

LEVEL OF SATISFACTION BY JOB AREA

	Admin.	Teacher	Classified	Total/Percent
Needs Improvement	7	7	4	18 / 37.5%
Adequate--Needs Improvement	1	2	2	5 / 10.4%
Adequate	4	3	8	15 / 31.3%
Adequate--Highly Satisfactory	1	0	0	1 / 2.1%
Highly Satisfactory	2	3	2	7 / 14.6%
No Answer	1	1	0	2 / 4.1%
	16	16	16	

VI. Analysis and Interpretation of Data Provided by Site Interviews

A. Themes Related to Satisfaction and Dissatisfaction

The site interview component of the Personnel Administration Department Study identified specific, recurrent themes. Many individuals mentioned the courtesy of the Personnel Administration Department staff and their willingness to help. They also expressed satisfaction with many of the department's functions such as post and bid, transfers, promotions, policies and procedures, certificated and classified staffing, assignment and authorizations, and the substitute desk.

These same areas, however, with the addition of Payroll and leadership, constituted areas of greatest concern or dissatisfaction. The system of providing substitutes, in particular, was most often mentioned as a problem area. The caliber of the substitutes, their lack of inservice and knowledge about individual assignments, and their late arrivals presented problems for the sites. The basic procedure of providing substitute service (substitute desk) also surfaced as a system in need of improvement.

Site staff members reported communication between the sites and Personnel Administration as an area of difficulty. Greatest concern was caused by sites not being able to reach department staff by phone; by receiving different answers from different people, or at different times; and by not having phone calls returned. Other areas cited included: classified staffing selection and follow-up; certificated staffing post and bid and placement practices; procedure for processing of assignment authorizations; payroll operational efficiency and effectiveness; policies/procedures related to staffing, transfers, leaves; personal dynamics in staff interaction with site personnel; and qualifications and strength of department leaders.

B. Summary of Findings

- Site staff members identified numerous functions of the Personnel Administration Department.
- Of these functions, many were identified as areas of satisfaction.
- Despite the identification of areas of satisfaction, a far greater number of sources of dissatisfaction were identified and recommendations for improvement were made.

VI. Analysis and Interpretation of Data Provided by Site Interviews (continued)

B. Summary of Findings (cont.)

- o An overall rating of "adequate" was given for the department. Initially, this finding seems to be inconsistent with the large number of identified areas of dissatisfaction.

- o Another apparent inconsistency involves areas identified both as sources of satisfaction and dissatisfaction.

- o Principals, vice principals, and teachers reported a higher level of "needs improvement" rating for PAD than site secretaries who tended to describe the services provided by the department as "adequate."

C. Analysis and Interpretation of Findings by PRE Study Team

In response to these summary findings, the study team suggests the following analysis and interpretation of the interview data.

1. The number of functions identified as sources of satisfaction and dissatisfaction indicates that the services offered and expected might exceed the capability of the department. A review of the organizational description of the department by the study team revealed that site expectations are consistent with the department's stated mission. However, in the opinion of the study team, the department's mission may in fact exceed its capability. In general, the department is articulating more functions within its mission now than in the recent past despite a loss of personnel. For instance, the department inherited a number of important staffing functions from the old elementary and secondary divisions offices without obtaining new staff to carry out the functions.

2. The identification of several function areas as sources of both satisfaction and dissatisfaction is noteworthy. Upon initial examination, the data might appear contradictory. However, the study team interprets the overlap as an indication of areas which sites identify as highly important, and ones which generate considerable attention and discussion such as substitutes and phones. This finding provides a way of ascribing levels of priority to various department functions. The identification of these priority areas by sites provides a likely focus for subsequent recommendations to the department management for improving services.

VI. Analysis and Interpretation of Data Provided by Site Interviews (continued)

C. Analysis and Interpretation of Findings by PRE Study Team (continued)

3. The overall "adequate" rating, derived by adding together all "adequate," "adequate-highly satisfactory," and "highly satisfactory" comments appears inconsistent with the numbers of sources of dissatisfaction and related recommendations. The study team interpreted this rating as a recognition on the part of sites that the department is doing an adequate job in the provision of services but there are a number of areas that could be improved. This qualified endorsement of the overall provision of services indicates, in the opinion of the study team, that sites attribute at least some of the department shortcomings to factors outside the control of the department, such as limited resources and an expanded mission following the district reorganization.

   Another interpretation of these ambiguous findings is that site staffs acknowledge the heavy work load of the department and do not wish to fault individuals as much as they want to improve the system.

   A final interpretation of the "adequate" rating can be attributed to the tendency of individuals to voice concerns more often about services they want improved, and the less frequent tendency to cite satisfaction with services they have come to expect. This appears to be the case of site staff members who cited multiple areas for improvement and even more recommendations for PAD--when asked to give the department an overall rating, they generally rated it as adequate.

4. The tendency of principals, vice principals, and teachers to rate their level of satisfaction with PAD higher in the "needs improvement" category than classified staffs deserves attention. A simple interpretation of this finding is that the certificated staff members have more interaction with the department than the secretaries, and therefore have more of an opportunity to be exposed to shortcomings. The interview data, however, indicate that the principal and his/her secretary tended to have the most interaction with the department.

VI. Analysis and Interpretation of Data Provided by Site Interviews (continued)

C. Analysis and Interpretation of Findings by PRE Study Team (continued)

4. (continued)
A second interpretation that may account for the finding is that the certificated staff members have a higher expectation level for the department than the classified staff members. The interviews provided some data to substantiate this interpretation, in that the certificated staff identified more functions for PAD than the classified did. It should be noted that the classified staff cited the heavy work load of the department more often than the certificated staff members.

A final interpretation that should be considered relates to the role that the department plays in establishing and administering the various promotional procedures. Although these procedures concern both classified and certificated, it should be noted that the department has implemented in the past two years major revisions in the process for determining the leadership and principal eligibility lists. This "career gatekeeper" role of the department may have a negative impact on how PAD is perceived by district employees who may be more supportive of the former policies and procedures.

5. The relatively small number of comments related to the top leadership in the division also warrants attention. One way of interpreting this data is to conclude that site staff did not include the division office as part of the problem and that they were able to identify the specific high-level managers within the department who carried the primary responsibility for areas of concern.

Another interpretation of this data regarding the relatively small number of comments about the division's leadership is that respondents may have made the organizational distinction between PAD and the Division office.

A final interpretation is that respondents may not understand the contribution the division leadership makes to the department's operation.

VII. Conclusion

The interview component of the study provided data that related to the number and variety of functions PAD provides and is expected to provide school sites. It also identified sources of satisfaction among school site staff members in the provision of these services. And despite citing an even larger number of sources of dissatisfaction and recommendations for addressing the identified areas of concern, principals, vice principals, teachers and secretaries rated the services provided by PAD as adequate.

Based on this interview data, the study team developed recommendations that address identified areas of concern and which will result in improved service to sites. These recommendations appear in the final section of this overall report which integrates all components of the study.

CHAPTER FOUR

PERSONNEL ADMINISTRATION DEPARTMENT STUDY: INDEPTH INTERVIEW COMPONENT

Component Description

Initially, the study team planned to interview two to four individuals to obtain background information regarding the Personnel Administration Department. The study team intended to use the data obtained from these limited interviews to have a clear understanding of PAD operations. The subsequent analysis of both quantitative and qualitative data gathered from the survey and interview component could then be placed in perspective in order for the study team to formulate recommendations.

After holding initial interviews, the study team recognized that important data concerning PAD could be gathered through the indepth interview process. This chapter reports the information acquired in these interviews, yet it should be noted that it goes beyond the original scope of the study. The indepth interviews were expanded from the original plan of two to four to 16. The sample, chosen by the study team, included PAD staff members across job classifications and several site and district administrators. Interviews lasted an hour in length and were held in the individual's office or in a private setting within the Personnel Division. All interviewees were promised anonymity.

The study team followed a structured protocol for the interviews, which is found in Appendix C. The study team also held debriefing sessions after each interview to analyze the information provided with the intent of formulating common themes. Debriefing sessions also included regular discussions on author objectivity and bias. These sessions also served to assist in the synthesis and integration of information from the site survey and site interviews with the information from the indepth interviews.

This chapter presents the principal themes from the indepth interviews. These themes, when combined with the survey and site interview components, assisted the study team in the formation of recommendations.

I. Principal Themes from Indepth Interviews

The information provided in this section is taken from 16 indepth interviews of PAD staff, and site and district administrators. The study team heard several recurrent themes and comments that corresponded to the PAD study and warranted reporting. The eight themes which follow include: communication, department mission, experience, consistency, pride and hard work, morale, leadership, and the phone system.

A. Communication

Respondents within the department reported an absence of regular internal communication, both formal and informal. For instance, individuals could not identify a written document that provides regular communication for employees in the department. Also, department employees reported that staff meetings did not occur regularly, neither for the administrative nor nonadministrative staff. Respondents attributed the absence of regular meetings to work overload, the need to attend to a more immediate issue, or the unavailability of key individuals.

Employees within the department also cited the absence of a physical place or location within the department where written communication, both internal or external, is posted or made available for all individuals to read.

Respondents also noted that the absence of regular communication within a department with multiple functions and heavy work load makes it difficult for backup coverage when key individuals are absent or unavailable.

Respondents expressed the need to create more informal communication and interaction within the division, expecially across administrative and clerical job categories. Employees indicated that there is a need to become more acquainted with each other's experiences, expertise, and human dimension to enable the department to become a stronger team.

B. Department Mission

The PAD is a very complex organization that articulates and is expected to provide a large number of services to district employees and the general public. Respondents within the department described PAD as a "service" organization and specified a number of major functions within its organizational chart.

However, several respondents identified a contradiction in PAD's service orientation, since the department does not always "serve" in a positive manner. For example, PAD must notify employees regarding dismissal or inform prospective employees that they have not qualified for a job. These respondents saw PAD in this light as a "quasi-service" organization.

As a group, employees in the department are able to articulate the functions that the department is expected to provide. However, at the same time, respondents reported that there is insufficient staff and a heavy work load, and that some functions are not really carried out because of limited resources. For instance, most respondents acknowledged that the department could not really provide the employee counseling it should because of limited resources.

The PAD respondents reported that although the department has undergone staff reductions, it has received and continues to receive additional responsibilities since the district's reorganization. The expanded mission of the department with no additional resources appears to be outside of the department's control, and a result of board, superintendent, or cabinet action. No respondents identified any services or functions which had been curtailed or eliminated.

C. Experience

The issue of experience emerged as a theme in the indepth interviews. Respondents noted that the "newness" of many of the top leaders in the department could account for some of the concern from sites as well as PAD staff members. In addition to the "newness" factor, a number of comments referred to key individuals below the assistant to the superintendent level as inexperienced with personnel responsibilities in a large, complex, urban school district.

Respondents generally agreed that the "newness" of key leaders could no longer be offered as a justification for any shortcomings in the department's efficiency. These respondents reported that the key individuals should be relying on their past experience and expertise to carry out assigned responsibilities.

Issues of staff training and turnover are closely related to experience. Respondents generally acknowledged the inability of the department to adequately train new employees in key positions, both clerical and administrative. More than one individual noted that PAD training usually consisted of the employee learning the job as he/she performed the job.

Respondents acknowledged that PAD did not have the resources to do a more comprehensive training for new employees. However, because of the department's work load and limited staff, the lack of sufficient training could produce situations in which new, inadequately-trained employees are called upon to provide information and services.

Staff turnover, in the opinion of respondents, has become a source of concern for employees in the department. Very few of the department's key leaders have more than two years experience in their present position. There is a need, in view of some respondents, for PAD to achieve more stability in its staff and thereby show greater commitment to the district and the department.

D. Consistency

Department respondents confirmed site data related to consistency in the provision of information and interpretation of policies and procedures by PAD. Respondents indicated that different people provide different answers and interpretations related to the same questions that come from site staffs. Interviewees also indicated that an individual PAD staff member might provide different answers to the same questions at different times. PAD respondents expressed a need for consistency in the same areas indicated by site staffs.

The interview team probed respondents about expressed concerns related to consistency in an attempt to determine if the lack of consistency resulted from the major reorganization of the district during the last two years. While the respondents attributed some of the problem to the many recent changes in the district, they acknowledged that a major part of the concern related to such internal factors as staff inexperience, lack of communication, and not knowing where to go for answers. It is not clear to the study team whether or not all personnel policies and procedures are current and accurately reflect actual practice.

It is important to note that the issue of consistency is closely related to concerns expressed under "Communication" and "Experience." Although respondents did not necessarily make the association, it appears reasonable to expect that improved communication and more experience and training in PAD may result in better consistency in the provision of information and the interpretation of policies and procedures.

E. Pride and Hard Work

The department indepth interviews revealed a recurrent theme related to strengths in PAD. Employees, across all job categories, identified the people in the department as a major strength. Several respondents referred to the hard work and conscientiousness that characterized the department's staff. In addition to this departmental work ethic, respondents spoke articulately of the pride they took in their work. They noted that they wanted to do a good job, and in order to do a good job, they would work after hours to provide the services expected. The research team identified pride and hard work as attributes that characterize PAD.

F. Morale

Despite the fact that PAD staff identify people as the major strength of the department, respondents tended to indicate that departmental morale is quite low. Several respondents saw morale affected by the heavy work load and pressures to get certain tasks accomplished. Some respondents indicated a desire to be treated in a more positive manner and one noted that division/department leadership needed to change their "I don't care" attitude. Morale problems are also tied to the consistency of information provided by PAD. Several respondents mentioned instances where the interpretation or administration of district personnel policies by PAD were overturned without following district procedures by division/department leadership, district leadership, and Board of Education members. PAD respondents considered outside intervention that is contrary to established policy as a hindrance in carrying out job responsibilities and as having an adverse effect on the morale of PAD staff.

G. Leadership

The following terms are used to distinguish the different levels of leadership referred to in this section. Division leadership refers to the assistant to the superintendent, Personnel Services Division, and the administrator on special assignment. Department leadership refers to the following PAD positions: PAD director and the classified and certificated personnel managers. Other PAD positions included in this section include the elementary and secondary staffing administrators and the operations supervisor.

The following themes were indicated regarding department/division leadership by the indepth interview respondents:

- Respondents commended top division leadership for expertise, knowledge, and the manner in which divisional responsibilities are addressed.

- Respondents commended the services provided in the area of elementary staffing and supervision of clerical site staffing.

- Respondents commended top PAD leadership for support in employee dismissals.

- Respondents expressed desire for top division leadership to be more approachable.

- Respondents expressed desire for top division leadership to expand upon his current leadership style by becoming more direct and personable.

- Respondents expressed the desire for top division leadership to articulate and clarify his responsibilities in the division operation as well as PAD.

- Respondents expressed the need for top division and department leadership to gain the trust and loyalty of their employees.

- Respondents expressed the concern that top department leadership did not demonstrate management experience with and knowledge of large urban school districts.

- Respondents expressed desire that top department leadership call upon appropriate support staff for assistance in areas where knowledge or expertise is needed.

- Respondents expressed concern that top department leadership and certificated personnel manager did not demonstrate consistency in the provision of information.

- Respondents expressed concern that department middle level certificated management did not demonstrate experience, knowledge of procedures and policies, and/or leadership ability commensurate with responsibilities.

- Respondents indicated department middle level certificated management did not have adequate direct clerical assistance for the daily fulfillment of responsibilities.

- Respondents indicated that department middle level classified management did not demonstrate significant leadership in the department.

Data indicate that two department middle level leadership positions generated relatively few or no comments, either of satisfaction or dissatisfaction, in all study components. This absence of data, in the view of the study team, may indicate an area that needs to be addressed in regard to the efficient use of human resources at the management level.

The study team recognizes the sensitivity of these concerns yet has included them as part of reporting the information obtained from the indepth interviews. The study team noted that respondents recognize the difference between division and department leadership when commenting on PAD concerns, and addressing specific concerns about department leadership. The forum used for these comments included several site and district administrators and PAD staff at all job classifications and may or may not be a representative sample of districtwide perceptions.

H. Phone System

Most of the respondents expressed frustration with the current phone system. The general concern is that the system is set up to serve PAD well, but not the caller on the other end of the line. Several respondents praised the quiet brought to the office by the new phone system, yet admitted that the system may not be able to adequately handle the volume of calls received. Respondents agreed that the phone system combined with the volume of calls received daily does not contribute to a responsive attitude towards sites' or other incoming calls.

III. Conclusion

The information provided from the indepth interviews focus primarily on the internal operation of PAD. Many specific internal concerns and problem areas may not fully be known by the sites, yet may have an overall impact on the satisfaction or dissatisfaction of PAD. The sites' concerns coupled with the areas documented in this chapter allow a better understanding of the concerns relating to PAD. The study recommendations attempt to address the concerns raised from the site and internal components of this study.

CHAPTER FIVE

PERSONNEL ADMINISTRATION DEPARTMENT STUDY: SYNTHESIS AND RECOMMENDATIONS

I. Synthesis of Common Themes from Site Survey and Site Interview Components

The site survey and interview components reported similar data that articulated common themes. Although most of the common themes addressed specific functions or dynamics with an indication of satisfaction and dissatisfaction, the two primary components of the study also provided a general assessment of PAD services. Thus, the themes that follow do not reiterate what the study team reported but rather articulate themes or findings that spanned the report's components.

A. Qualified Satisfaction

Site staff members reported a general level of satisfaction with the services provided by PAD, and at the same time suggested a number of recommendations for improvement. More specifically, nearly 50 percent of the site interviews described their level of satisfaction in the adequate-to-highly satisfactory range, as compared to 37 percent as "needs improvement." This theme of general qualified satisfaction is complemented by similar survey data. Site staffs in the survey reported higher "adequate" ratings than "needs improvement" responses in 15 of 17 function areas and 10 out of 11 dynamic areas.

B. Needs Improvement

Despite the general level of satisfaction that site staffs reported with PAD, the site survey and interview components generated data that articulated a general theme of "needs improvement" for specific functions and dynamics. Initially, this theme may appear inconsistent with the previous theme. However, the study team interpreted the ambiguity as relating to a broader question of whom should assume the responsibility for areas of concern--the department or the district if the department does not possess sufficient resources to carry out its mandate.

C. Substitute Service and Employee Counseling

Respondents provided very consistent data indicating the need to improve the whole range of services associated with teacher substitutes and the substitute desk. Another area prompting considerable and consistent response related to employee counseling. On the site survey, one third of the site respondents described the function as "needs improvement."

D. Communication

Site survey and interview data clearly indicated the need for improving PAD communication, both internal and external, as well as written and oral.

E. Consistency

Site survey and interview component data indicated a need for PAD to be consistent in the provision of information to school sites.

F. Courtesy and Hard Work

Site survey and interview component data characterized PAD employees as courteous and hard working.

G. Leadership

The study team found the general issue of leadership to be a recurrent but illusive theme in their analysis of data from the two primary components of the study. The team developed more than one theme addressing this all encompassing term. These included: site staffs wanted PAD leaders to demonstrate leadership; respondents directed many comments related to leadership to the level below the assistant to the superintendent; many specific concerns such as substitute teacher service or phones--areas not usually associated primarily with leadership--that ultimately reflected on leadership. The study team recognized the importance of leadership but found it difficult to incorporate into one unified theme.

II. Information from Indepth Interviews

As noted earlier in this report, the study team initially determined that a few indepth interviews with selected site and district administrators would provide general information and context for the study's design and implementation. However, once the study began, the study team decided to expand this portion of the study. The expanded indepth interviews relied heavily on interviews with PAD staff members and thus provided internal data that either confirm or oppose data from the site survey and interview components.

In general, the indepth interviews confirmed data related to the broad categories that appeared in the site survey and interview components. These broad categories included communication, consistency, substitute services, leadership, and pride and hard work, among others. And while the indepth interviews tended to confirm the site survey and interview findings, many of the indepth interview comments focused on information very specific to the department's internal operation. The indepth interview data and findings will be addressed in the final section of this chapter under recommendations.

III. Summary Analysis and Interpretation

The summary analysis of the study is straightforward: the three components reported similar findings that are reported under the "Common Themes" section of this chapter. And although the common themes section addresses the site survey and interview components, the section also captures the principal themes which emerged from the indepth interviews.

The study team interprets the separate findings from each of the three components as accurate indicators of how site staff members assess the services provided them by PAD. The recommendations that follow in Section V address areas for improvement.

IV. Study Team Observations

The study team defined their primary task as the assessment of site satisfaction with the services provided by PAD and the development of recommendations to address areas of concern. In the execution of this responsibility, the study team raised a number of questions and made observations that are appropriately included in this section.

A. "No Win Situation"--One question that emerged as the study team conducted this assessment concerns whether or not PAD can realistically carry out its numerous functions with its current resources. The question first emerged as the study team reviewed the many functions sites listed as their expectations for PAD. The question became even more compelling when the study team gathered data in the department which indicated that the department had received new functions (certificated and classified staffing) in the last two years despite a reduction in its staff. And while the study team acknowledges that major growth in department resources is unlikely, it questions the addition of new functions without the elimination or reduction of old functions. It may be legitimate to ask whether PAD is in a "no win" situation in fulfilling district and site expectations, contractual obligations, and federal and state mandates.

B. Forum Prompting Study

The study team attempted to determine whether the type of forum that provided information to high district leadership which resulted in this study presented a balanced district view of PAD. This question assumed importance as the study team collected and analyzed data that reported an overall "adequate" rating for the department. The study team questioned whether the initial data which influenced this study included a cross-section of comments among certificated and classified employees. Beyond the concerns related to the interpretation of data, the study team also questioned whether the initial data received appropriate emphasis or whether it may have been overemphasized. These questions could not be addressed because the study team could not determine what kind of forum produced the initial data.

C. Expectation of Interviewees/Respondents

The structured protocol for the indepth interviews purposefully asked individuals to identify PAD strengths before weaknesses. Without prompting, most individuals answered the inquiry about strengths with their own examples of department weaknesses. The study team observed that respondents to the interviews or surveys may have had expectation of outlining negative aspects of PAD, which may be encouraged through a structured interview or survey instrument. This study may have been more than comprehensive in addressing PAD weaknesses and not as comprehensive with PAD strengths because the respondents held expectations that the study team was looking for weaknesses.

D. Board/Top Leadership Intervention Within PAD

Several PAD staff members discussed the effects of board or top leadership intervention into the normal PAD work processes. These comments included instances of intervention that overturned PAD implementation of established personnel procedures and policies. The study team noted that the board and top leadership need to be aware of how this type of intervention can affect the consistency of procedural implementation by PAD.

E. PAD Priorities

Although the study team recognizes the importance of giving the sites first priority in the district's operation, the team questioned whether PAD's mission went beyond only providing sites top priority. PAD's mission includes providing services to all district employees, prospective employees, and individuals denied or dismissed from district employment. This "quasi-service" position, discussed in other parts of this report, may be in competition with setting a primary goal of servicing the sites.

F. PAD Work Area

The study team questioned whether the physical layout of PAD is the most efficient use of space, offering optimum working conditions for employees and a comfortable environment for visitors. If it is determined to examine the physical layout, PAD employees should be included in this decision process.

G. Respondent Cooperation

The study team noted that they received the full cooperation of all individuals who were asked to participate in this study. All respondents provided information, sometimes quite sensitive in nature, in an open and very professional manner. The study team encountered no resistance throughout the data collection for the major components of this study.

V. Study Recommendations

The recommendations of this report are directed to the Personnel Division leadership, the superintendent, and the Board of Education.

A. Personnel Division Recommendations

1. It is recommended that the Personnel Administration Department improve both internal and external channels of communication. Internally these efforts should include regular staff meetings; a regular form of internal written communication which can include the publication of minutes from managerial staff meetings; and the development of informal communication across job classifications. Externally these efforts should include regular communication to the school sites offering updates of district personnel policy and procedures, and pertinent information regarding the Personnel Administration Department.

2. It is recommended that the assistant to the superintendent review PAD's mission and determine if it can fulfill the many functions identified with current resources. As part of this process, leadership should look at staffing at its most efficient level and if necessary identify functional areas that can be either curtailed or eliminated.

3. It is recommended that PAD develop some mechanism for ensuring that all PAD employees provide consistent, accurate information, especially regarding site concerns. Three suggestions include:

   a. Developing a manual that lists specific updated personnel policies and procedures and providing inservice training to assist PAD staff in interpretation.

   b. Providing all site personnel a current list of PAD staff, their specific functions and their telephone numbers.

   c. Developing a site document which explains PAD's operation, and the specific services provided to sites by PAD.

4. It is recommended that PAD determine whether they can provide better services by increased automation and bring their findings to the attention of the Board of Education.

5. It is recommended that division and department leadership address the site expectation that they demonstrate their leadership abilities. PAD leadership specifically needs to state realistic expectations that schools should have for PAD, especially if services cannot be provided. The demonstration of leadership ability addresses the site perception that in too many instances leadership is not present.

6. It is recommended that the assistant to the superintendent evaluate the organizational design of PAD specifically addressing the most efficient and responsive management structure that will serve the defined mission of the department.

7. It is recommended that division and department leadership identify ways of making regular contact with site staff in meetings, workshops, and through the provision of services, while simultaneously providing the internal leadership that is necessary.

8. It is recommended that PAD respond or develop a response to site expectations that the department become more responsive to individuals and schools.

9. It is recommended that division and department leadership study the data in this report to determine priorities for improvement.

10. It is recommended that the assistant to the superintendent clearly articulate those areas where adjustments can only be made through changes in the district's contractual agreements.

11. It is recommended that PAD provide additional resources at the substitute desk including additional personnel and a better telephone system that can provide effective two-way communication to schools.

12. It is recommended that PAD contract the services of an outside consultant to study the telephone communication needs within the department and to improve the current system as needed.

13. It is recommended that an assessment of the PAD work area be carried out. It should be determined if PAD is using its space in an efficient manner, providing optimum working conditions for employees and a comfortable environment for visitors. PAD staff should be involved in this process.

14. It is recommended that division and department leadership capitalize on identified PAD strengths such as pride, courtesy of staff, and a hard working staff to address areas of concern identified in this report.

B. Superintendent Recommendations:

1. It is recommended that the superintendent examine the ways in which major functions and responsibilities are given to PAD. The district needs to determine if sufficient resources are available for PAD to carry out its functions.

2. It is recommended that the superintendent provide more resources to improve the salary and retention of the most qualified substitute pool in the county, which might possibly include contracts for substitutes.

3. It is recommended that the superintendent reevaluate the tradition of depending on telephone communication to meet personnel related site concerns and whether other forms of communication (i.e., written requests) would be more efficient. The district should address whether there should be criteria for schools to contact PAD beyond the desire of receiving immediate, individual attention.

4. It is recommended that the superintendent work directly with the School Operations Division in establishing an improved relationship between school sites and the Personnel Services Division.

C. Board of Education Recommendations

1. It is recommended that the Board of Education examine both the formal and informal forums which it provides to site staff to provide feedback about levels of satisfaction with various parts of the district's organization. The examination should focus on whether a particular forum provides a balanced view with input from a representative group of employees, including classified staff.

2. It is recommended that the Board of Education adhere to the distinction between their involvement with staff appointments and the development of educational policy, as opposed to their involvement in the screening, selection, and placement of district employees. Screening, selection, and placement should be implemented by PAD following established board procedures. When the board intervenes, the impact of their intervention from the perspective of PAD employees responsible to implement set policy must be considered.

PERSONNEL ADMINISTRATION DEPARTMENT
STUDY: APPENDIX A

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TABLE A-1
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE RESPONSES
TOTAL SAMPLE - DEPARTMENTAL FUNCTIONS

	Needs Improvement	Adequate	Highly Satisfactory	No Data Available to Make Assessment
Affirmative Action	11.4%*(36)**	47.2% (149)	18.4% (58)	23.1% (73)
Credential Control	6.3% (20)	34.8% (110)	27.8% (88)	31.0% (98)
Dismissals	24.1% (76)	35.8% (113)	2.5% (8)	37.7% (119)
Employee Counseling	33.2% (105)	31.3% (99)	3.8% (12)	31.6% (100)
Employee Reports	11.4% (36)	45.3% (143)	5.7% (18)	37.7% (119)
Human Resources Planning	16.5% (52)	31.6 (100)	4.7% (15)	47.2% (149)
Leadership Eligibility and Development	31.0% (98)	34.2% (108)	10.4% (33)	24.4% (77)
Long-term Leaves	12.0% (38)	51.3% (162)	8.5% (27)	28.2% (89)
Medical Exams (transfers)	2.5% (8)	34.8% (110)	3.5% (11)	59.2% (187)
Placements and Transfers	29.1% (92)	47.8% (151)	11.7% (37)	11.4% (36)
Post and Bid Procedure	27.5% (87)	38.9% (123)	14.9% (47)	18.7% (59)
Recruitment, Selection, Employment	33.5% (106)	41.1% (130)	6.3% (20)	19.0% (60)
Resignation	3.5% (11)	46.2% (146)	11.4% (36)	38.9% (123)
Site Staffing	30.1% (95)	48.1% (152)	12.0% (38)	9.8% (31)
Substitute Service	49.4% (156)	32.9% (104)	9.8% (31)	7.9% (25)
Testing/Certifying Employee Eligibility	25.3% (80)	41.8% (132)	8.5% (27)	24.4% (77)
Transfers	15.2% (48)	43.0% (136)	5.7% (18)	36.1% (114)

* Percent responding
** (Number responding)

TABLE A-2
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE RESULTS
TOTAL SAMPLE - DEPARTMENTAL DYNAMICS

	Needs Improvement	Adequate	Highly Satisfactory	No Data Available to Make Assessment
Accessibility of Department Staff	39.2%*(124)**	41.1% (130)	14.6% (46)	5.1% (16)
Communication Between Sites and Department	38.3% (121)	43.0% (136)	12.3% (39)	6.3% (20)
Communication and Coordination Within Department	23.4% (74)	31.3% (99)	5.4% (17)	39.9% (126)
Consistency of Information From Department	33.5% (106)	47.8% (151)	8.9% (28)	9.8% (31)
Courtesy of Staff	7.6% (24)	45.3% (143)	42.7% (135)	4.4% (14)
Department/Division Leadership	24.7% (78)	35.1% (111)	12.0% (38)	28.2% (89)
Interpretation and Administration of District Personnel Policies	20.6% (65)	49.7% (157)	12.0% (38)	17.7% (56)
Administrative Organization of Department	22.2% (70)	32.6% (103)	7.0% (22)	38.3% (121)
Returning Messages	29.4% (93)	47.5% (150)	15.8% (50)	7.3% (23)
System for Covering Office When Employees are Absent	30.1% (95)	27.5% (87)	6.0% (19)	36.4% (115)
Timeliness of Response/Responsiveness	32.6% (103)	48.1% (152)	8.9% (28)	10.4% (33)

* Percent responding
** (Number responding)

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TABLE A-3
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--ELEMENTARY SCHOOL RESPONSES
DEPARTMENTAL FUNCTIONS

	Needs Improvement	Adequate	Highly Satisfactory
Affirmative Action	12.9%*(22)**	63.7% (109)	23.4% (40)
Credential Control	7.9% (12)	53.3% (81)	38.8% (59)
Dismissals	40.4% (57)	54.6% (77)	5.0% (7)
Employee Counseling	50.3% (76)	42.4% (64)	7.3% (11)
Employee Reports	18.9% (27)	68.5% (98)	12.6% (18)
Human Resources Planning	30.8% (37)	60.8% (73)	8.3% (10)
Leadership Eligibility and Development	40.8% (69)	47.3% (80)	11.8% (20)
Long-term Leaves	16.4% (27)	71.5% (118)	12.1% (20)
Medical Exams (Transfers)	6.5% (6)	82.8% (77)	10.8% (10)
Placements and Transfers	33.0% (66)	52.0% (104)	15.0% (30)
Post and Bid Procedure	33.3% (61)	50.3% (92)	16.4% (30)
Recruitment, Selection, Employment	40.7% (74)	50.0% (91)	9.3% (17)
Resignation	5.2% (7)	76.9% (103)	17.9% (24)
Site Staffing	33.5% (68)	51.2% (104)	15.3% (31)
Substitute Service	50.79% (105)	40.6% (84)	8.7% (18)
Testing/Certifying Employee Eligibility	32.2% (55)	55.6% (95)	12.3% (21)
Transfers	24.5% (35)	67.8% (97)	7.7% (11)

* Percent responding
** (Number responding)

TABLE A-4
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--JUNIOR HIGH/MIDDLE SCHOOL RESPONSES
DEPARTMENTAL FUNCTIONS

	Needs Improvement	Adequate	Highly Satisfactory
Affirmative Action	17.1%*(6)**	57.1% (20)	25.7% (9)
Credential Control	13.3% (4)	43.3% (13)	43.3% (13)
Dismissals	40.9% (9)	54.5% (12)	4.5% (1)
Employee Counseling	48.4% (15)	51.6% (16)	--
Employee Reports	13.6% (3)	86.4% (19)	--
Human Resources Planning	27.3% (6)	50.0% (11)	22.7% (5)
Leadership Eligibility and Development	28.1% (9)	43.8% (14)	28.1% (9)
Long-term Leaves	14.8% (4)	66.7% (18)	18.5% (5)
Medical Exams (Transfers)	--	91.7% (11)	8.3% (1)
Placements and Transfers	37.8% (14)	54.1% (20)	8.1% (3)
Post and Bid Procedure	35.1% (13)	40.5% (15)	24.3% (9)
Recruitment, Selection, Employment	42.9% (15)	54.3% (19)	2.9% (1)
Resignation	4.5% (1)	72.7% (16)	22.7% (5)
Site Staffing	31.6% (12)	55.3% (21)	13.2% (5)
Substitute Service	57.9% (22)	23.7% (9)	18.4% (7)
Testing/Certifying Employee Eligibility	39.3% (11)	46.4 (13)	14.3% (4)
Transfers	30.8% (8)	57.7% (15)	11.5 (3)

* Percent responding
** (Number responding)

TABLE A-5
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--SENIOR HIGH RESPONSES
DEPARTMENTAL FUNCTIONS

	Needs Improvement	Adequate	Highly Satisfactory
Affirmative Action	21.6%*(8)**	54.1% (20)	24.3% (9)
Credential Control	11.1% (4)	44.4% (16)	44.4% (16)
Dismissals	29.4% (10)	70.6% (24)	--
Emloyee Counseling	41.2% (14)	55.9% (19)	2.9% (1)
Employee Reports	18.8% (6)	81.3% (26)	--
Human Resources Planning	36.0% (9)	64.0% (16)	--
Leadership Eligibility and Development	52.6% (20)	36.8% (14)	10.5% (4)
Long-term Leaves	20.0% (7)	74.3% (26)	5.7% (2)
Medical Exams (Transfers)	8.3% (2)	91.7% (22)	--
Placements and Transfers	27.9% (12)	62.8% (27)	9.3% (4)
Post and Bid Procedure	35.1% (13)	43.2% (16)	21.6% (8)
Recruitment, Selection, Employment	43.6% (17)	51.3% (20)	5.1% (2)
Resignation	8.1% (3)	73.0% (27)	18.9% (7)
Site Staffing	34.1% (15)	61.4% (27)	4.5% (2)
Substitute Service	63.0% (29)	23.9% (11)	13.0% (6)
Testing/Certifying Employee Eligibility	35.0% (14)	60.0% (24)	5.0% (2)
Transfers	15.2% (5)	72.7% (24)	12.1% (4)

* Percent responding
** (Number responding)

TABLE A-6
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--SITE ADMINISTRATOR RESPONSES
DEPARTMENTAL FUNCTIONS

	Needs Improvement	Adequate	Highly Satisfactory
Affirmative Action	18.9%*(20)**	52.8% (56)	28.3% (30)
Credential Control	4.9% (5)	49.0% (50)	46.1% (47)
Dismissals	38.5% (35)	57.1% (52)	4.4% (4)
Employee Counseling	52.8% (47)	43.8% (39)	3.4% (3)
Employee Reports	21.0% (17)	67.9% (55)	11.1% (9)
Human Resources Planning	34.3% (23)	58.2% (39)	7.5% (5)
Leadership Eligibility and Development	39.4% (41)	46.2% (48)	14.4% (15)
Long-term Leaves	16.8% (16)	66.3% (63)	16.8% (16)
Medical Exams (Transfers)	2.4% (1)	92.9% (39)	4.8% (2)
Placements and Transfers	32.1% (36)	50.0% (56)	17.9% (20)
Post and Bid Procedure	29.6% (34)	44.3% (51)	26.1% (30)
Recruitment, Selection, Employment	45.6% (47)	43.7% (45)	10.7% (11)
Resignation	7.9% (6)	69.7% (53)	22.4% (17)
Site Staffing	39.0% (46)	40.7% (48)	20.3% (24)
Substitute Service	64.4% (76)	28.0% (33)	7.6% (9)
Testing/Certifying Employee Eligibility	23.0% (23)	67.0% (67)	10.0% (10)
Transfers	17.4% (15)	76.7% (66)	5.8% (5)

* Percent responding
** (Number responding)

TABLE A-7
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--CLASSIFIED STAFF RESPONSES
DEPARTMENTAL FUNCTIONS

	Needs Improvement	Adequate	Highly Satisfactory
Affirmative Action	10.9%*(7)**	73.4% (47)	15.6% (10)
Credential Control	13.2% (5)	65.8% (25)	21.1% (8)
Dismissals	32.1% (17)	64.2% (34)	3.8% (2)
Employee Counseling	34.4% (21)	60.7% (37)	4.9% (3)
Employee Reports	12.9% (8)	77.4% (48)	9.7% (6)
Human Resources Planning	19.1% (9)	70.2% (33)	10.6% (5)
Leadership Eligibility and Development	31.0% (18)	53.4% (31)	15.5% (9)
Long-term Leaves	9.7% (6)	82.3% (51)	8.1% (5)
Medical Exams (Transfers)	7.0% (4)	82.5% (47)	10.5% (6)
Placements and Transfers	22.0% (18)	64.6% (53)	13.4% (11)
Post and Bid Procedure	16.4% (9)	69.1% (38)	14.5% (8)
Recruitment, Selection, Employment	37.0% (30)	56.8% (46)	6.2% (5)
Resignation	1.5% (1)	80.6% (54)	17.9% (12)
Site Staffing	24.1% (20)	63.9% (53)	12.0% (10)
Substitute Service	43.5% (40)	37.0% (34)	19.6% (18)
Testing/Certifying Employee Eligibility	42.7% (41)	44.8% (43)	12.5% (12)
Transfers	28.2% (24)	58.8% (50)	12.9% (11)

* Percent responding
** (Number responding)

TABLE A-8
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--TEACHER RESPONSES
DEPARTMENTAL FUNCTIONS

	Needs Improvement	Adequate	Highly Satisfactory
Affirmative Action	12.5%*(8)**	64.1% (41)	23.4% (15)
Credential Control	12.7% (9)	45.1% (32)	42.3% (30)
Dismissals	44.4% (20)	51.1% (23)	4.4% (2)
Employee Counseling	58.6% (34)	31.0% (18)	10.3% (6)
Employee Reports	19.1% (9)	74.5% (35)	6.4% (3)
Human Resources Planning	36.2% (17)	53.2% (25)	10.6% (5)
Leadership Eligibility and Development	50.7% (35)	36.2% (25)	13.0% (9)
Long-term Leaves	21.3% (13)	68.9% (42)	9.8% (6)
Medical Exams (Transfers)	12.5% (3)	75.0% (18)	12.5% (3)
Placements and Transfers	42.9% (33)	50.6% (39)	6.5% (5)
Post and Bid Procedure	51.3% (40)	37.2% (29)	11.5% (9)
Recruitment, Selection, Employment	38.5% (25)	55.4% (36)	6.2% (4)
Resignation	9.3% (4)	76.7% (33)	14.0% (6)
Site Staffing	32.0% (24)	62.7% (47)	5.3% (4)
Substitute Service	47.9% (35)	46.6% (34)	5.5% (4)
Testing/Certifying Employee Eligibility	37.1% (13)	51.4% (18)	11.4% (4)
Transfers	24.0% (6)	68.0% (17)	8.0% (2)

* Percent responding
** (Number responding)

TABLE A-9
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--ELEMENTARY SCHOOL RESPONSES
DEPARTMENTAL DYNAMICS

	Needs Improvement	Adequate	Highly Satisfactory
Accessibility of Department Staff	45.1%*(97)**	38.1% (82)	16.7% (36)
Communication Between Sites and Department	40.3% (87)	44.4% (96)	15.3% (33)
Communication and Coordination Within Department	34.8% (47)	54.1% (73)	11.1% (15)
Consistency of Information From Department	38.1% (77)	50.5% (102)	11.4% (23)
Courtesy of Staff	9.2% (20)	45.9% (100)	45.0% (98)
Department/Division Leadership	30.2% (49)	50.0% (81)	19.8% (32)
Interpretation and Administration of District Personnel Policies	24.7% (46)	59.1% (110)	16.1% (30)
Administrative Organization of the Department	35.1% (46)	51.1% (67)	13.7% (18)
Returning Messages	35.8% (76)	47.2% (100)	17.0% (36)
System for Covering Office When Employees are Absent	45.8% (70)	41.8% (64)	12.4% (19)
Timeliness of Response/Responsiveness	41.8% (84)	48.8% (98)	9.5% (19)

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* Percent responding
** (Number responding)

TABLE A-10
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--JUNIOR HIGH/MIDDLE SCHOOL RESPONSES
DEPARTMENTAL DYNAMICS

	Needs Improvement	Adequate	Highly Satisfactory
Accessibility of Department Staff	30.8%*(12)**	56.4% (22)	12.8% (5)
Communication Between Sites and Department	51.4% (19)	37.8% (14)	10.8% (4)
Communication and Coordination Within Department	45.8% (11)	45.8% (11)	8.3% (2)
Consistency of Information From Department	42.1% (16)	47.4% (18)	10.5% (4)
Courtesy of Staff	7.5% (3)	50.0% (20)	42.5% (17)
Department/Division Leadership	46.9% (15)	34.4% (11)	18.8% (6)
Interpretation and Administration of District Personnel Policies	31.4% (11)	51.4% (18)	17.1% (6)
Administrative Organization of the Department	37.0% (10)	51.9% (14)	11.1% (3)
Returning Messages	26.3% (10)	57.9% (22)	15.8% (6)
System for Covering Office When Employees are Absent	60.0% (12)	40.0% (8)	--
Timeliness of Response/Responsiveness	20.5% (8)	66.7% (26)	12.8% (5)

* Percent responding
** (Number responding)

TABLE A-11
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--SENIOR HIGH SCHOOL RESPONSES
DEPARTMENTAL DYNAMICS

	Needs Improvement	Adequate	Highly Satisfactory
Accessibility of Department Staff	32.6%*(15)**	56.5% (26)	10.9% (5)
Communication Between Sites and Department	34.9% (15)	60.5% (26)	4.7% (2)
Communication and Coordination Within Department	51.6% (16)	48.4% (15)	--
Consistency of Information from Department	28.9% (13)	68.9% (31)	2.2% (1)
Courtesy of Staff	2.3% (1)	52.3% (23)	45.5% (20)
Department/Division Leadership	42.4% (14)	57.6% (19)	--
Interpretation and Administration of District Personnel Policies	20.5% (8)	74.4% (29)	5.1% (2)
Administrative Organization of the Department	37.8% (14)	59.5% (22)	2.7% (1)
Returning Messages	16.3% (7)	65.1% (28)	18.6% (8)
System for Covering Office When Employees are Absent	46.4% (13)	53.6% (15)	--
Timeliness of Response/Responsiveness	25.6% (11)	65.1% (28)	9.3% (4)

* Percent responding
** (Number responding)

TABLE A-12
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--SITE ADMINISTRATOR RESPONSES
DEPARTMENTAL DYNAMICS

	Needs Improvement	Adequate	Highly Satisfactory
Accessibility of Department Staff	46.6%*(55)**	37.3% (44)	16.1% (19)
Communication Between Sites and Department	48.3% (57)	38.1% (45)	13.6% (16)
Communication and Coordination Within Department	56.9% (41)	37.5% (27)	5.6% (4)
Consistency of Information From Department	45.6% (52)	44.7% (51)	9.6% (11)
Courtesy of Staff	7.7% (9)	47.9% (56)	44.4% (52)
Department/Division Leadership	46.9% (45)	39.6% (38)	13.5% (13)
Interpretation and Administration of District Personnel Policies	34.6% (36)	51.9% (54)	13.5% (14)
Administrative Organization of the Department	52.3% (45)	37.2% (32)	10.5% (9)
Returning Messages	43.5% (50)	46.1% (53)	10.4% (12)
System for Covering Office When Employees are Absent	59.2% (45)	35.5% (27)	5.3% (4)
Timeliness of Response/Responsiveness	45.0% (50)	45.9% (51)	9.0% (10)

A-12

* Percent responding
** (Number responding)

TABLE A-13
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--CLASSIFIED STAFF RESPONSES
DEPARTMENTAL DYNAMICS

	Needs Improvement	Adequate	Highly Satisfactory
Accessibility of Department Staff	35.8%*(34)**	49.5% (47)	14.7% (14)
Communication Between Sites and Department	36.5% (35)	47.9% (46)	15.6% (15)
Communication and Coordination Within Department	27.7% (18)	58.5% (38)	13.8% (9)
Consistency of Information From Department	28.3% (26)	62.0% (57)	9.8% (9)
Courtesy of Staff	7.1% (7)	41.8% (41)	51.0% (50)
Department/Division Leadership	18.5% (12)	60.0% (39)	21.5% (14)
Interpretation and Administration of District Personnel Policies	15.3% (13)	70.6% (60)	14.1% (12)
Administratie Organization of the Department	19.0% (11)	67.2% (39)	13.8% (8)
Returning Messages	21.6% (21)	55.7% (54)	22.7% (22)
System for Covering Office When Employees are Absent	42.1% (32)	46.1% (35)	11.8% (9)
Timeliness of Response/Responsiveness	25.3% (24)	64.2% (61)	10.5% (10)

TABLE A-14
PERSONNEL ADMINISTRATION DEPARTMENT QUESTIONNAIRE--TEACHER RESPONSES
DEPARTMENTAL DYNAMICS

	Needs Improvement	Adequate	Highly Satisfactory
Accessibility of Department Staff	41.0%*(32)**	46.2% (36)	12.8% (10)
Communication Between Sites and Department	35.1% (26)	56.8% (42)	8.1% (6)
Communication and Coordination Within Department	27.7% (18)	58.5% (38)	13.8% (9)
Consistency of Information From Department	33.8% (24)	54.9% (39)	11.3% (8)
Courtesy of Staff	9.0% (7)	53.8% (42)	37.2% (29)
Department/Division Leadership	32.2% (19)	52.5% (31)	15.3% (9)
Interpretation and Administration of District Personnel Policies	23.8% (15)	60.3% (38)	15.9% (10)
Administrative Organization of the Department	26.1% (12)	63.0% (29)	10.9% (5)
Returning Messages	27.4% (20)	56.2% (41)	16.4% (12)
System for Covering Office When Employees are Absent	35.7% (15)	52.4% (22)	11.9% (5)
Timeliness of Response/Responsiveness	39.1% (27)	52.2% (36)	8.7% (6)

* Percent responding
** (Number responding)

PERSONNEL ADMINISTRATION DEPARTMENT
STUDY: APPENDIX B

Appendix B Contents — Pages

Data from Site Interview Component . . . . . B-1 - B-8

PERSONNEL ADMINISTRATION DEPARTMENT
STUDY: SITE INTERVIEW COMPONENT

Appendix B

I. Services Provided by Department

A. Certificate Staffing

substitute teachers	31	summer school placement	2
post and bid	12	teacher exchanges	1
transfers	9	contract leave subs	1
credentialing	7	teacher files from other schools	1
placement of teachers	7	assignment book	1
hiring new teachers	6	reassignment	1
personnel file review	3	promotion information	1
cert. staff problems	3	management vacancies	1
inservice sub requests	2	principal's elegibility list	1
filling sp. ed. vacancies	2	paperwork process	1
leave of absences	2	resource teachers	1
contracts	2		

B. Classified Staffing

selecting, screening, assigning, assessing and terminating	15
upgrading a position	1

C. Instructional Aides, Teacher Assistants

hiring of instructional aides, teacher assistants	10

D. Benefits

employee benefits clarification	3
workmen's compensation	1
retirement questions and concerns	1

E. Wage, Salary, Increment, Payroll

payroll regarding salary, checks, timesheets	13
budget information related to personnel	3
step and class increments	1
vacation days	1
hourly pay assignments	1

I. Services Provided by Department (cont.)

F. Contract, Merit System

interpretation of contract, merit system rules 3

G. Assignment Authorization 8

H. Other

clarification on procedures	3	eligibility lists	1
intersession	2	requests for forms and instructions	1
print sheets	2	professional growth	1
change of address	1	TB testing	1
reductions in staff	1	leadership	1
custodial placement	1	staffing allocation	1

II. Sources of Satisfaction

A. Human Dynamics

courtesy	15
responsiveness to sites	13
helpfulness	11
knowledgeable	9
promptness	7
return of call	6
cooperation	5
follow through	3
people	2
accurate information	1

B. Functions

sub desk	8	info. re forms & instruction	1
post and bid	3	interviewing & processing	1
AAs	3	CPU adjustment	1
transfers	2	credentialing	1
certificated staffing	2	tours	1
classified section	2	leadership list system	1
casual desk	1	transcript review	1
teacher placements	1	staffing Early Adm. Kngn.	1
adhering to dist. policies and procedures	1	salary/contract	1
staff develop. workshop	1	retirement services	1
teacher improvement project	1	leave of absence	1
		aide replacement	1

III. Sources of Dissatisfaction

A. Substitutes

obtaining teacher subs	6
obtaining bilingual subs	2
obtaining classified subs	2
obtaining qualified subs for atypical program	1
obtaining subs for ed. conference	1
obtaining subs for staff development activities	1
obtaining subs thru Staff Development Dept.	1
sub on sub desk can't replace Lil	4
late arrivals by subs	2
caliber of subs	1
placement of subs	1
sub inservice (lack of)	1
sub performance evaluations	1
inability of teachers to request specific subs	1
understanding system for requesting specific subs	1
lack of 2 way communication on sub desk	1
unqualified long term subs	1
subs poorly informed about assignment	1
subs poorly informed about school hours	1
subs poorly informed about teachers they cover	1

B. Communication

phone system/reaching people by phone	10
departmental inconsistency in providing info.	6
phone system in payroll	5
person providing info. not knowledgable	4
returning calls	4
short deadlines	3
poor communication	2
slow response	1
internal communication	1
lateness in circulars from department	1
need for year-round school coordinator in dept.	1

C. Promotion, Application Process

lack of feedback to unsuccessful candidates	3
"who you know" more important than performance	3
hiring process	1
slowness in filling vaccancies	1
selection of teachers for Early Adm. Kndgn. Program	1

D. Classified Staffing

clerical eligibility list	2
contact person for IA unknown	1
inability to use certificated IA as teacher sub	1
processing aides	1
paperwork too long for IAs	1
merit system rules difficult to explain	1
selecting, screening, assigning, assessing, and terminating classified staff	1

E. Certificated Staffing (Teachers)

post and bid	5
board involvement in teacher placement	1
filling positions in special education	1
improper placement (lack of appropriate cred.)	1
uncertainty in placement	1
hiring new teachers as long term subs instead of first year probationary	1

F. Assignment Authorizations

AAs get lost	1
lack of logging in AAs, impossible to track	1
Personnel and Budget need to coordinate for for consistency in processing AAs	1

G. Payroll

payroll concerns	2
late payment	2
overpayment	1
lost timesheets	1

H. Existing Policies/Procedures

teacher transfer policy	3
enrollment forecast/ staffing procedure	1
teacher placement policy	1
leadership eligibility list	1
principal eligibility list	1
assessment center	1
leave policy	1
decreasing teachers during year due to declining enrollment	1
movement of teachers in year-round schools in first two months	1

I. Personal Dynamics

human relations	2
lack of courtesy	1
insensitivity to Children's Centers	1

J. Leadership

need for strong leadership	2
leader not qualified to supervise administrators	1
top district leadership picks leaders	1

K. Other

personnel staff away recruiting during "crunch"	2
insufficient staff (in dept.) for opening school	2
high turnover in department	2
dept. staff not available for timely staffing of summer school	1
personnel needs placed over school needs	1
major activities not calendared efficiently (they all occur at once)	1
morale problem in department	1
inefficiency	1
interviews for leave subs too late in year	1
no backing on well documented evaluation case	1
site managers have no control over certificated staffing	1
transferring of inadequate staff unfortunate	1

IV. Recommendations for Improvement

A. Substitute Desk

provide better training for Lil's sub on sub desk	3
provide more information to subs about schools	2
match subs better with particular opening	
establish 24-hour calling system for subs	
provide more sub inservice	
assign a pool of subs to a site	
provide inservice to sites about critical issues related to subs	
commit to a certain number of subs through contracts	
develop a screening process for subs	
provide a two-way communication at sub desk	
provide earlier notification to subs	
provide more phones at sub desk	
establish system where sites can contact community-based subs directly	

IV. Recommendations for Improvement (cont.)

B. Organization and Structure

keep schools informed on current contact person for each service:
provide list at beginning of school and update regularly 6
conduct outside assessment of division and reallocate resources if necessary
assess workload of major desks and reallocate resources if necessary
specify clearly responsibility for interpreting policy
define personnel procedures more clearly
establish a desk to function in absence of a particular employee
evaluate administrative organization of personnel
identify key office managers who can analyze and assign tasks and responsibilities so things are not bottled up
break departments into smaller units to improve service
establish a timeline, action plan for coordinating master calender of major activities efficiently
develop computerized activities and improved data

C. Policies and Procedures

provide better system to deal with unsatisfactory teachers 2
assess hiring, assignment, and transfer policies
conduct an in-depth study of policies and procedures
improve post and bid system so that positions are not predetermined
establish and standardize procedures for routine needs
establilsh a definite policy on transfers, communicate it, and follow it
provide a system of teacher appeals in transfers
clarify policy for management promotions to enable individual to indicate career goals and interests
clarify role of principal in post and bid
clarify merit system rules
establish system to ensure that transferred teachers' folders are current
establish system to allow teachers to trade positions and improve transfer policy
improve and speed up placement procedure
establish practice for distinguishing qualified applicants in post and bid, e.g., interviews
establish earlier timelines for staffing summer school
have personnel, instead of school, notify unsuccessful candidates
stop assignment of unqualified, uncredentialed personnel
develop an evaluation timeline annually to monitor employees as they move to different sites
identify quicker ways of screening out poor quality teachers and subs

IV. Recommendations for Improvement (cont.)

D. Communication

provide better two-way communication between department and sites for subs, hiring, assignments, and dismissals	4
shorten time it takes to get information from dept., re: transfers, leadership, screening, payroll problems	3
improve communication between personnel and payroll depts.	2
explain to sites how things should be done in courteous manner	
provide form letters to unsuccessful candidates	
distribute information in more timely manner	
provide better communication in inservice for classified at beginning of year	
provide more realistic deadlines for declaring teachers in excess	
conduct weekly staff meetings to ensure that planning and follow-up occur	
provide feedback to individuals involved in post and bid	

Phones

reexamine phone hours in payroll to allign with school day	4
establish a better system for getting through by phone and appropriate person	4
return calls	
identify phone numbers for specific functions and for questions re: classified, certificated	2
establish a "call hold" system for busy desks	
answer phone	

E. Site Needs/Support

be more responsive to needs of schools; arrange site visits and meetings	5
provide site managers more control over site staffing	3
address relationship between Personnel Administration and principal	
provide support to sites	
provide site managers more effective assistance in handling difficult certificated staffing problems	
hire quality people for the sites	
consider personnel "crisis team" to counsel teachers and principals	
provide additional services to teachers for follow-up	

IV. Recommendations for Improvement (cont.)

F. Personnel Administration Staffing

provide needed staff in personnel
provide more budget for staffing desks
hire more people during peak periods
have high quality people work in department
improve retention of staff in department
promote people in department to ensure knowledge
evaluate jobs so certificated staff are in positions that require their expertise
fund key positions so that they are career positions and not stepping stones to promotions

G. Human Relations

view expressed concerns as an individual problem and not as a personal attack
emphasize human treatment
recognize individual problem
treat teachers with sensitivity
improve human relations to be more responsive to sites
replace machine mentality with more humane viewpoint
select personnel staff who care about people
improve human relations of middle level management
deal with teachers on a more professional level

H. Personnel Administration Training

provide better training to department staff
ensure proper training for backup personnel

I. Consistency

provide consistency in department in answering question

J. Leadership

exercise leadership
provide better leadership for workers

PERSONNEL ADMINISTRATION DEPARTMENT
STUDY: APPENDIX C

Appendix C Contents

	Pages
Site Questionnaire	C-1, C-2
Administrative Circular	C-3, C-4
Information Circular	C-5
Site Interview Protocol	C-6
Indepth Interview Protocol	C-7

SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division

Please return to: Research Department
Ed Center, Room 3110 by May 31, 1985

PERSONNEL ADMINISTRATION DEPARTMENT ASSESSMENT

All responses will be kept strictly confidential. Please identify your job classification to assist in the analysis of questionnaire results. (Mark one of the following three classifications) ____site administrator ____classified staff ____teacher.

1.0 The Personnel Administration Department (Personnel Division) is responsible for carrying out the 18 functions listed below. For each function please indicate your level of satisfaction about the department's fulfillment of these responsibilities.

		Needs Improvement	Adequate	Highly Satisfactory	No Data Available to Make Assessment
1.1	Affirmative action	1	2	3	NA
1.2	Credential control	1	2	3	NA
1.3	Dismissals	1	2	3	NA
1.4	Employee counseling	1	2	3	NA
1.5	Employment reports	1	2	3	NA
1.6	Human resources planning	1	2	3	NA
1.7	Leadership eligibility and development	1	2	3	NA
1.8	Long term leaves	1	2	3	NA
1.9	Medical exams (Classified)	1	2	3	NA
1.10	Placement and transfers	1	2	3	NA
1.11	Post and bid procedure	1	2	3	NA
1.12	Recruitment, selection, employment	1	2	3	NA
1.13	Resignation	1	2	3	NA
1.14	Site staffing	1	2	3	NA
1.15	Substitute service	1	2	3	NA
1.16	Testing and certifying employee eligibility (Classified)	1	2	3	NA
1.17	Transfers (Classified)	1	2	3	NA
1.18	Other (Please be specific)				

_____

_____

_____

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Please comment or explain as warranted any particular rating(s) given for functions 1.1 through 1.18. If there is not enough space, please note your comments on a separate sheet, referencing by number the function.

C-1

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Please return to: Research Department
Ed Center, Room 3110 by May 31, 1985

2.0 Please indicate your level of satisfaction with various other aspects of the Personnel Administration Department.

		Needs Improvement	Adequate	Highly Satisfactory	No Data Available to Make Assessment
2.1	Accessibility of department staff	1	2	3	NA
2.2	Communication between sites and department	1	2	3	NA
2.3	Communication and coordination within department	1	2	3	NA
2.4	Consistency of information from department	1	2	3	NA
2.5	Courtesy of staff	1	2	3	NA
2.6	Department/Division leadership	1	2	3	NA
2.7	Interpretation and administration of district personnel policies	1	2	3	NA
2.8	Administrative organization of the department	1	2	3	NA
2.9	Returning messages	1	2	3	NA
2.10	System for covering office when employees are absent	1	2	3	NA
2.11	Timeliness of response/ responsiveness	1	2	3	NA
2.12	Other (Please be specific)	1	2	3	NA

_____

_____

_____

C-2

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Comments

Please comment or explain as warranted any particular rating(s) given for aspects 2.1 through 2.12. If there is not enough space, please note your comments on a separate sheet, referencing by number the various aspects you have assessed.

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ADMINISTRATIVE CIRCULAR NO. 250
Planning, Research, and Evaluation Division No. 28

SAN DIEGO CITY SCHOOLS

Date: May 22, 1985

To: All School Principals

Subject: PERSONNEL ADMINISTRATION ASSESSMENT

Department and/or Persons Concerned: School Principals and/or Vice-Principals, one teacher, one member of classified staff

Due Date: May 31, 1985

Reference: None

Action Requested: Completion of attached questionnaires by one site administrator (principal or vice-principal), one teacher and one classified staff member. Individuals completing questionnaires should have contact with the Personnel Administration Department regularly.

Brief Explanation:

The superintendent asked the Planning, Research, and Evaluation (PRE) Division to assess several aspects of the Personnel Administration Department of the Personnel Division. Various concerns have been expressed regarding the Personnel Administration Department. The superintendent and the assistant to the superintendent, Personnel Division, will address these concerns in planning for the next school year. In this regard, it is extremely important to gather information for the assessment before the end of the school year. The assessment is based on data acquired through the enclosed questionnaires as well as from structured interviews.

All school sites receive questionnaires. Interviews, though, will be conducted only at a representative sample of schools. Ruben Carriedo, Planning Department Director, has contacted schools where interviews will be conducted. Persons who are interviewed may elect not to complete a questionnaire.

Three identical questionnaires accompany this circular. Each of the following persons are asked to complete one questionnaire: 1) the principal or vice-principal 2) a teacher, and 3) a classified staff member. The principal should designate those individuals who will complete the questionnaire. Those selected should have contact with the Personnel Administration Department regularly in the course of their work.

All individual and specific school responses will be anonymous. It is asked that each respondent check their job classification in the area provided on page one. As a further analysis aid the questionnaires are color coded by elementary, junior high/middle school and senior high classification.

Questionnaires should be returned via school mail to the Research Department, Education Center, Room 3110, by May 31, 1985. If you have any questions, please contact Ruben Carriedo, Planning Department, 293-8024 or Paul Goren, Research Department, 293-8629.

The report will be presented to the superintendent and assistant to the superintendent, Personnel, during the second week of July. General dissemination of findings will follow.

Thank you for your participation in this assessment.

Dean H. Nafziger
Assistant to the Superintendent
Planning, Research, and Evaluation

DHN:PDG:jd

Distribution: Lists B, C

INFORMATION CIRCULAR NO. 199
Planning, Research, and
Evaluation Division No. 6

SAN DIEGO CITY SCHOOLS

Date: June 3, 1985

To: Elementary and Secondary School Principals

Subject: PERSONNEL ADMINISTRATION DEPARTMENT ASSESSMENT

Department and/or Persons Concerned: School Principals and/or Vice-Principals, one teacher, one classified staff member (Please disregard if all Personnel Administration Department Questionnaires from your site have been returned)

Reference: Administrative Circular No. 250, May 22, 1985

Information in Brief:

All principals received three questionnaires on May 24, 1985 concerning the Personnel Administration Department. A site administrator, teacher and classified staff member were to complete and return the questionnaires to the Research Department (Ed Center, Room 3110) last Friday, May 31. Please remind those individuals you designated to return the questionnaires promptly, if they have not already. The assessment depends upon information provided by individuals at the sites.

Questions concerning the Personnel Administration Department Assessment should be directed to Ruben Carriedo, Planning Department, 293-8024 or Paul Goren, Research Department, 293-8629.

Dean H. Nafziger
Assistant to the Superintendent
Planning, Research, and Evaluation

DHN:PDG
jd
Distribution Lists B, C

PERSONNEL ADMINISTRATION DEPARTMENT
STUDY: SITE INTERVIEW COMPONENT

APPENDIX C

STRUCTURED PROTOCOL FOR CONDUCTING INTERVIEWS WITH SITE PERSONNEL

The district is in the process of assessing the level of satisfaction of school site personnel with the services provided by the Personnel Division. The district is most interested in gathering information from school sites about the Personnel Administration Department which has the most frequent interaction with the schools in the areas of substitutes, post-and-bid, placement, and transfers, among others.

We would appreciate your responding to the following questions that will provide valuable information for conducting this assessment.

1. What are the most frequent communications or interactions that your school has with the Personnel Administration Department: Please give examples and indicate who on the school site is most likely to have the interaction you have indicated.

2. How would you describe your level of satisfaction with the services that department provides in these interactions you have indicated?

   Needs Improvement Adequate Highly Satisfactory

3. If you have indicated some level of satisfaction with the Personnel Administration Department services, please explain why you responded the way you did.

4. If you have indicated some level of dissatisfaction with Personnel Administration Department services, please explain why you responded the way you did.

5. How can the Personnel Administration Department improve the services it provides to a school site?

PERSONNEL ADMINISTRATION DEPARTMENT
STUDY: INDEPTH INTERVIEW COMPONENT

APPENDIX C

STRUCTURED PROTOCOL FOR CONDUCTING INDEPTH INTERVIEWS

The study team used the following structured protocol in each indepth interview:

1) Brief introduction of study team (Goren and Carriedo) and explanation of interview's purpose.

2) Please give us a description of your job and responsibilities.

3) What are the strengths of the Personnel Administration Department?

4) What are the weaknesses of the Personnel Administration Department?

5) What is the nature of the concern regarding the Personnel Administration Department?

6) How do you view the level of communication within the Personnel Administration Department and between the sites and the Personnel Administration Department?

7) Do you see the Personnel Administration Department as service oriented? What is the Personnel Administration Department's mission?

8) How do you react to the fact that the department and division leadership are relative newcomers to the district?

9) How would you specifically improve the Personnel Administration Department?